THE JOURNAL OF EDUCATION

Volume 132 APRIL, 1949 Number 4

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As we go to press . . .

We wish to say a few words about cobwebs. We don't like them. They are particularly annoying when they get tangled in the mind, interfering with the normal processes of thought and obstructing the flow of fresh ideas.

But we also hate to see actual cobwebs forming on a pile of magazines that lie neglected on a shelf. Cobwebs rarely get a chance with current issues of the Journal, if we correctly interpret what our readers tell us.

But when the month is over and the next copy comes along, the last month's copy sometimes retires to a back corner of the desk or elsewhere and then cobwebs, being no respecter of periodicals, begin to form and dust collects.

The way to prevent this is to keep the older copies in circulation. We know of one president of a teachers' college who has all the Journals for the past five years right out where students can consult them. More than two thousand topics would be available for reference in such a file.

Schools, libraries and individuals are constantly asking us for back numbers that have either been mislaid or are wanted for some special reason. We are glad to supply these when we can. If not more than a year old they may be had at the single copy price of 35 cents. On earlier copies there is an extra charge of fifteen cents—for dust. Most of the dust is brushed off on the clothing of the clerk who hunts them up.

"There is still some call for back numbers," as the elderly maiden lady remarked somewhat cynically when she heard that a girl of her own age had just been married.

Incidentally—and to our great regret—the lateness of our March issue requires an apology. Several minor delays combined to hold it back, and in the end it ran head on into a transportation strike. We hope this April issue will reach you while some of the thirty days still remain.

Your Textbook Reporter

Let Music Ring

The already popular series of music texts known as The Singing School is now climaxed with **Let Music Ring**, a book for the eighth grade. Shall we leaf through the pages, humming as we go? Or will you take it on the piano? Either way, you will discover many touches of beauty, not only in the numbers selected but in all the physical factors of typography, pen sketches and even the rich unusual colors of the cover itself.

No doubt the arrangement in sections is logical and necessary if such a collection is to be orderly and overlook nothing, while keeping the whole in balance. But the thing that constantly impresses one is the vast wealth of singable material, much of it from great masters, much from simple people. Here are songs of history, of folk lore, of the campus, the village party, the city street, the opera, the church. Here are songs from abroad and songs as American as the soil itself. Toward the end are numbers for the glee clubs, explanations of musical measures, themes and harmonies.

Wherever this song book goes and is intelligently used by a teacher with the manual in her head and the accompaniments in her fingers, there sould be joyous singing and steadily improving taste.

LET MUSIC RING. Dykema and others. C. C. Birchard and Company, Boston.

Algebra

There is one thing about an algebra text: it can't be disguised with a fancy title. Like algebra itself, it must pass for what it is.

Algebra by Schorling, Clark and Smith has just come forth to meet the supposed needs of the first-year student, especially the one who will continue his mathematical studies, but also of those others who will stop in their tracks when this course is over. The latter group should enjoy it and should support their belief in the value of the study by asking their mathematically inclined adult friends if they have felt that algebra was a waste of time.

As in all modern texts in whatever subject, there is greater simplification, easier grading, less effort to trap the pupil with long and intricate manipulations, more use of problems related to life.

Explanations become clearer as each generation of experts tries to improve on predecessors.

What we fail to appreciate is the employment of a chapter on formulas as a gateway to algebra. Such a chapter necessarily exhibits many alphabetical statements that the learner does not see any reason for but must accept on somebody's sayso. He can use the formula in only one way, for he has not had equations. If the text is to develop understanding, why start with matters understood by specialists only?

No doubt we are old fashioned. But we don't like superficiality when all the fellows go in for it or it's all the vogue to begin that way.

Algebra for the novice or any one else demands a good teacher with a book that has plenty of well graded exercises, together with problems that vary in difficulty, and are not too remote from youthful experience. Behold such a book.

ALGEBRA, FIRST COURSE. Schorling, Clark and Smith. World Book Company, Yonkers, New York.

Children Discover Arithmetic

When you step up to the bank counter and ask the teller who knows you to give you four fives and five ones for your $25 check, he counts out the bills as requested. Why does his arithmetic agree with yours? Not because you both studied the same book, nor because all writers of arithmetics have agreed on some arbitrary set of tables. Arithmetic is based on truths to which even the stars above are obedient.

The idea that arithmetic is an existing system of truths that can be explored and discovered is not new. But that the child can be led to visualize arithmetic through directed play and to delight in the game was seldom if ever declared so boldly or so convincingly as in **Children Discover Arithmetic**. The author, Catherine Stern, is the founder and head of Castle School in New York City.

Colored blocks representing from one to ten cubical units form the basis of the investigations which the children are to make, aided from time to time by grooved boards, tracks and other collective devices. The book points out how each important concept of numerical relationships may be developed with these tools from counting decimals and common fractions, with addition, subtraction, multiplication and division, two-digit numbers, and all the rest gradually unfolding their mysteries in so realistic a fashion that the child advances securely. The author does not believe in postponing arithmetic to the second or third year of school but would start almost as soon as the child begins to think.

Every teacher of arithmetic should read this book, if only to gain further insight into the subject. It would do no harm if every teacher bought herself a set of blocks and played one game after another to the very end. The way is clearly marked. After discovery comes practice, lots of practice, but not arbitrary drill. Problems become an application of discoveries to different situations. If such carry-over be treason, make the most of it!

CHILDREN DISCOVER ARITHMETIC. Catherine Stern. Harper and Brothers, New York. $4.50.

Pleasure in Literature

Advancing down the ladder, the **Living Literature Series** presents a reader for high school freshmen. **Pleasure in Literature** beckons with fiction, fact and fantasy to various journeys into human experience. Eight units open as many different kinds of adventure, related in terms an adolescent can understand. Some of the material is informative, vocational, scientific or technical. Some is purely creative or imaginative.

At several points appears a so-called preview, which might also be styled a teaser, since it starts an exciting look which the pupil will need to finish elsewhere—if he is interested, as well he may be. Books thus set out to snare young minds are **Mutiny on the Bounty, Microbe Hunters, Top Flight, All-American, Mama's Bank Account** and others.

A number of "inter-chapters" direct the pupil's thoughts to movies based on books, to literary reviews, and to newspapers and magazines as

further sources of the same enjoyment one gets from books.

On the whole the editors have been realistic in not making their selections too difficult—considering, no doubt, the comic books from which they hope to wean the high school infants. PLEASURE IN LITERATURE. Nieman and Salt. Harcourt, Brace and Company, New York. $2.92.

New Directions in Science Teaching

Over a period of fourteen years the Bureau of Educational Research in Science has been working at Teachers College, Columbia to discover what parts of science are most needed in the life equipment of young people, and how such matters can best be taught. Latest report to emerge from this inquiry is **New Directions in Science Teaching.**

Seventeen high schools in as many different cities actively cooperated in the project, some through the introduction of new courses, others through changing emphases in those already established.

Evidently when you begin by studying your particular community and proceed to consider the problems of young people in their surroundings, you soon perceive that the traditional teaching of separate sciences will no longer serve. The problems to be solved involve much crossing of old lines. For the present or prospective instructor in science at the high school level, or for the administration seeking to improve its science department, here is valuable suggestion —not too revolutionary to be practical. NEW DIRECTIONS IN SCIENCE TEACHING. Laton and Powers. McGraw-Hill Book Company, New York. $2.50.

Word Clues

How best to develop an understanding of words? Shall it be done incidentally as unfamiliar words confront the student in his reading? Shall it be done through the study of foreign languages, ancient and modern? One strategist in this important field of educational perplexity attacks the problem boldly through a program devoted to the consideration of Greek and Latin elements as these occur in English words. After some classroom experimentation, this teacher comes forth with **Word Clues**, a combined text and workbook for grades 11 and 12. Herein is material for five periods a week throughout one semester.

Procedure is fully outlined in a manual for teachers. Starting with a list of English words derived from Greek, the teacher calls attention to prefixes, "roots" and suffixes. Then these elements are noted down to be learned. After one or two lessons of this sort pupils are ready to go to work with the printed lessons.

Greek-rooted terms occupy the first third of the course, Latin's contributions taking the remainder.

Critics will say that the step-up is too high, from ordinary ground level into a stratosphere of words most college graduates could not recognize. However there are plenty of words everyone might know with profit and, if these are known through study of their roots, figuring out the rarer packages becomes recreation.

Anyway the author's method, implemented in **Word Clues**, tackles this vocabulary business by the roots. WORD CLUES. Amsel Greene. Row, Peterson and Company, Evanston. $2.00.

The Record of Mankind

Let's look at **The Record of Mankind.** The title is well chosen, suggesting an horizon broad as the planet and a purpose to show significant events and their relationships and meanings. Naturally it is a large order. Considering its magnitude, we think it has been carried out with a high degree of success.

As in other modern texts in history, political and military developments are permitted no monopoly of the student's attention. Changes in the way people live and think, how men have wrestled with their environments, including human masters, how art and architecture and philosophy have found expression in successive ages, how the introduction of machinery and the expansion of scientific knowledge have solved some problems and created others—such are the primary themes of this world history.

With so vast a field to cover, the authors have necessarily resorted to much skipping of details, much shortening of national annals hitherto deemed worthy of more space. While this has led to occasional generalizations that can be challenged, and to over-condensation at certain points, treatment in the main is interesting and clear. The student should emerge with a fairly good sense of perspective and some notion of how we got where we are as globe dwellers slowly awakening to the fact that we are all in one boat. It is not a text bursting with the spirit of reform. It is truthful and objective. It is a record, not a sermon. THE RECORD OF MANKIND. Roehm, Buske, Webster, Wesley. D. C. Heath and Company, Boston. $3.60.

Learning Music Through Rhythm

In a time when so much rhythm devoid of music assails our ears, we shudder at meeting a text with this title: **Teaching Music Through Rhythm.** Yet on second thought we are encouraged to think that music rather than rhythm is the end in view, and perhaps it is well to get this rhythm business into the system early since one must live with it many years. Seriously, there should be a lot of better rendering, both vocal and instrumental, when everyone has had the rhythmic training suggested by this text for teachers.

You don't start with notation or mathematics, but with experiencing and observing rhythm. You walk or run or skip before you learn to read the corresponding quarter notes, eighths and dotted eighths. The book describes simple games and exercises that translate this natural method into pleasure. You sing children's songs for beat and measure. You listen to bands and orchestras. You study phrasing. Then, if the class next door can stand the racket, you pound on drums and tinkling things. Perhaps you form a circle and step around the room, watching for each change of tempo in the music of record or piano and switching from walk to run or whatever else is indicated. Result: when you grow up you may be able to take music lessons without a metronome and parents will approve.

We think this is a very useful book for any one who would teach music in the lower grades—preparing lower grade youngsters for higher grade music so to speak. LEARNING MUSIC THROUGH RHYTHM. Hood and Schulz. Ginn and Company, Boston. $3.00.

EDITORIALS

DISCIPLINE FOR FREE MEN

An American teacher who visited Germany just before the war noted the obedient behavior of German children. She saw a procession of boys and girls going to the waterfront in Bremen to gaze upon a grand new warship. The children marched in perfect order, halted when told to do so, and turned their heads to right or left on signal like soldiers at drill. She naturally thought how promiscuously her own pupils would have behaved during a similar excursion. In another city she watched a cluster of boys on the steps of a public building. They were eating cherries and throwing the pits on the steps. An elderly man approached and began to scold them and to command them to pick up their litter. They gave not a word of backtalk, but obeyed.

Such discipline opened the door to Hitler. Where something resembling it exists in certain schools and classrooms of our own country, those in charge may think they are doing an admirable job—but they are not.

Discipline cannot, of course, be dismissed as unnecessary either in the school or in adult life. But the real need is for discipline imposed from within rather than from without. We boast a good deal about freedom and the right to do as we like in many matters. Long may this freedom remain. But if it is to do so it must be based upon the determination of the vast majority of citizens to check their freedom when it would injure others or interfere with the common good. All this requires intelligence, social vision, and self-restraint.

These qualities cannot be taught with a hickory stick or its modern counterparts, the iron jaw, the tongue-lashing and the humiliating penalty.

What all of us need to recognize is that the despotism of the czars still operates in many institutions and situations in the United States. Some of the offenders are teachers. Many are parents. Some are civilian officials like those in our own state of Massachusetts who recently discharged the head of a women's reformatory because she put reform and rehabilitation above punishment.

Regarding classrooms, let us venture the opinion that there will be less temptation to the wrong sort of discipline and more likelihood of the right sort when overcrowding disappears. Which is better—fifty children in a room where you can hear a pin drop, or twenty-five actually practising democratic living under the guidance of a teacher who knows them individually and can influence the wellsprings of action deep within them?

What history will write tomorrow depends on the choice of disciplines today.

AFTER-SCHOOL SCHOOL

The ideal teacher never stops learning. He may learn from his pupils, his everyday experiences outside the school, his reading, his studies at a nearby university, or through classes organized for his special needs under the auspices of the school system in which he works. His studies are not necessarily related to what he teaches—sometimes the more remote the better for all concerned. The teacher who goes on growing mentally has little need of worrying about becoming queer or crazy. Mental activity makes for mental health.

During the current year the teachers in the public schools of Minneapolis have had access to an extensive program of self-improvement, provided through the co-operation of the school department. Presumably the teachers themselves had much to do with setting up the program. Enrolment, however, is said to be entirely voluntary. Thirty different courses have been offered. Classes are held afternoons or evenings. In most of the courses attention is focussed on a deeper understanding of some aspects of the teachers' work. One group takes up problems of the curriculum; another studies methods of presenting home economics or elementary science. There are classes in script writing for radio, in the use of visual aids, in photography, also in conservation, economics and international affairs. The classes constitute a sort of university within the school system itself.

Such a plan is commendable to the extent that it really promotes the development of teachers toward intellectual maturity and greater effectiveness in their classrooms.

Every community, in proportion to its size and resources, would do well to make further study available to its teachers in some such way as Minneapolis tries to do it.

NICE AND OLD

During the war years a number of elderly persons were called into teaching. One of these we happen to know about was troubled lest her pupils of high school age should think her old or "gone by." Her young daughter, to whom she confided her anxiety, made a very wise and tactful reply. She said: "You needn't worry, Mother. Even if you were thirty they would think you old. But if they think you are nice—that is all that matters."

Here is something that may well be admitted into the philosophy of every teacher. No one who remains in school work can avoid the time when youngsters, with their limited perspective, will start to regard her (or him)

as aged. Don't all of us remember when we referred to some teacher probably under forty as "Old Lady Tibbets"?

The thing worth looking out for is that preservation of the quality of friendliness, that deepened understanding, that mellowing perception that should mark the passage of years. The teacher who never grows old inside, and never becomes cranky or crabbed, need not fear loss of contact. Gray hair is no crime, even in the eyes of youth. A teacher may be both old and nice. This is infinitely better than to pretend one is still young when it simply isn't so.

STRICTLY CONFIDENTIAL

At one time America was said to need a good five cent cigar. Now we hear the need is for a good $6000 house, or maybe any house at all at that price.

Since we ourselves are neither a prophet nor a son of a prophet, we hesitate to expose our foolishness by making a pronouncement on education. But we may as well come out with it, now we have gone so far. So here it is. What education needs is a good, honest laugh. Not that there are no serious problems—but for the very reason that there are such problems, each of which can be better solved if the would-be solvers will occasionally forget about them and *relax*. There ought to be an ERC—translated "Educators' Relaxity Club." Our recommendation for a motto is:—"I will relax if it kills me."

We nominate ourself for president and treasurer and if there are no other nominations et cetera it's a vote. Thank you, friends, for this unexpected honor. We will do our best to coax you out onto the fire escape now and then so you can gain perspective on your work by looking the other way.

AUSTRIAN STRAW IN THE WIND

Through the courtesy of E. Boyd Graves, an American educational specialist on duty in Austria, we have before us, in English translation, two manuscripts by Austrian schoolmen that describe how the technique of dividing classes into smaller groups for special projects has been applied in one folk school of the Austrian capital.

The first manuscript is from the principal, Herr Witak, who goes into the theory behind the experiment which he believes will tend to prepare Austrian youth for successful citizenship in a free society.

The other articles emanates from Helmut Zilk, a a teacher who conducts his classes in accordance with the principle of subdivision. He finds the ideal committee for work on a problem to consist of three pupils, preferably of about equal ability. He is constantly amazed at the facility with which such committees reach correct conclusions, which are reported in due course to the whole class. He employs the method in mathematics, in language, and in nature study. He notes with special gratification that pupils who would take no active part in the discussions of the class as a whole, contribute much to the work of the subcommittees and thus gain confidence in themselves while developing their latent powers.

While these articles might not bring many suggestions not already familiar to our readers, we regret our inability to present them in full as a sort of antidote to the discouraging reports so frequently received from our occupation zones in Europe. Any sign that children in Austria or Germany are encouraged to think for themselves is a sign of progress.

SCIENCE ON ITS KNEES

Two terrible wars have blackened the bright hopes with which the Twentieth Century opened. Now what's ahead?

The Mid-Century Convocation assembled by Massachusetts Institute of Technology to consider implications of material progress and technical improvement had great significance. The very fact that the conference occurred under the auspices of an educational corporation that has contributed mightily to material progress and to invention and research that helped win two wars indicates an awareness on the part of the experts that machines are getting the better of us and the time has come for learning to control them. The occasion was one in which the emphasis was placed upon moral, spiritual and intellectual values and how to preserve and increase them.

It is quite impossible to summarize dozens of addresses in a paragraph, just as it is difficult for any one attending a gathering of that sort to come away with a single clear impression. The main thing is that such a convocation occurred, that the keen minds of recognized leaders made their contributions and that both they and the listening world have been stirred to think about a very old but ever new problem: How to save mankind from itself.

SUMMER IN SOUTHAMPTON

ROBERT S. KANE
News Bureau, School of Engineering
Milwaukee, Wisconsin

I was one of 500 lucky Americans who spent last summer studying in a British university; it was the most wonderful summer of my life. There are lots of reasons why, but these stand out. I came to know the English people. I learned, through participation and observation, much about life in England. I gained a perspective on my own country which I had looked for, but not found, while in the Pacific area during the war.

There were summer sessions for Americans (and scores of other foreigners, too) at seven universities in England and Scotland, planned by the schools themselves with the aid of the British Council and the Institute of International Education, New York, which acts as liason in this country for almost all of the foreign universities and is an unofficial ambassador for visitors from abroad studying in the states.

The Institute handled the applications for admission, selected students for the university it thought most appropriate for each individual (the curriculum was different in each school and you couldn't be sure you'd get the university you asked for), and did its best to arrange trans-Atlantic transportation for those accepted.

The scheme originated in the summer of 1947 when Oxford and Birmingham universities conducted successful sessions for Americans. Last summer, the plan was expanded and there were courses again offered by Oxford and Birmingham, and also by Leeds, London, Nottingham, St. Andrews in Scotland, and Southampton.

The Institute chose Southampton for me. I'd never known that there was a university in that Channel port, and I wasn't quite sure what I'd be getting into when I sent in my tuition deposit and applied at Cunard White Star for a ticket. But it didn't take long to find out.

Ours was one of the smaller groups. There were less than 50 students from the States and about a dozen others in the course from France, Spain, Italy, Norway, West Africa, Egypt and the British Isles.

Most of us spent three days in London before "going up." (We were told more than once by our English friends that Americans do everything quickly. Sizing up a country over a long weekend is just one of our accomplishments in that line. Fortunately, however, we made more time to expand and modify those observations.)

When I say that the food in our residence hall dining room was excellent, you are apt to conclude that our picture of England was not an accurate one and that we, as visitors, were pampered. This will seem true to a greater extent, when I say that our hall was as modern and comfortable as almost any American college dormitory. But we accepted those amenities with a grain of salt, and we learned that our dining hall food was an exception to the rule, as was our modern dormitory.

We spent many of our afternoons, evenings and all of our weekends seeing the country and meeting the people, often as guests for overnight, the weekend, dinner, tea or evening coffee. And the background for what we saw first hand was provided in our seminars and lectures by some of the country's outstanding educators as well as top men and women in parliament, the government (local and national), literature, the theatre, the arts, agriculture, sociology and a number of other fields.

There were three "tutorial" groups in the Southampton session. Some were "majoring" for the summer in politics, some in economics, and the remainder of us in sociology. I was in the last section, though I'd never taken a college sociology course in this country. Each section had its own tutors. Ours were a wonderful Scottish couple, Mr. and Mrs. Alexander Farquharson, who were on loan for the summer from the Institute of Sociology in Herefordshire. Mr. Farquharson is secretary of that national organization and his wife works with him.

Mr. Farquharson loved field-tripping and he was sure we would, too. Besides our seminars—which the Farquharsons managed to schedule for us at all sorts of strange hours, we went on a series of trips in pairs of two (one of each sex according to the Farquharsons' tested formula), throughout the southern counties of Hampshire, Wiltshire and Dorset. That's where we met the people and learned of their way of living. With camera (we brought our own film, fortunately,) notebook and stout walking shoes, we made detailed studies of ancient parish churches picturesque (and productive) farms modern hospitals, schools of many types (but not all—for the English school system is as complex as the human anatomy), slums, suburban areas, newspaper offices, tiny villages, medium-sized towns, sprawling country houses, enormous "tenant farm" estates, river valleys and forests, and

even—as a final assignment—pubs, an institution we had already managed to acquaint ourselves with outside of class. (The beer is always warm—they love it that way; we didn't.)

On evenings when we weren't listening to guest lecturers in the residence hall's comfortable common room, we were, more often than not, invited into the homes of Southampton townspeople. They had heard we were in England for the summer, and although they'd come to know American soldiers quite well during the war, they were still curious enough to want to know civilian Yanks. And then too, they wanted to be hospitable and gracious. In groups of three to six, we'd visit them for evening coffee.

We weren't at all choosy as to the social status of our hosts; many of our calls were in modest semi-detached houses, others on more prosperous residences. We drank coffee and talked, talked, talked. Our questions were answered and so were theirs. We explained the installment plan; they described their weather (always a favorite topic in England), their ration system, their health plan and their lack of refrigerators. Those were stimulating evenings we shall always remember.

There was official entertainment, too. Before a week had passed, the mayor of Southampton wined and dined us almost lavishly at a reception in his Civic Centre parlors and at a luncheon in the leading hotel. That afternoon we were his guests at a session of the Southampton County Borough Council, counterpart of an American city council. We watched local government in action and noted with interest the differences from and similarities to ours.

Another day we all journeyed to London and were shown through the Houses of Parliament by a Southampton M. P. That afternoon, a number of us were fortunate in getting admitted to the gallery of the House of Commons. That was a field day for visitors. Among the debators were Churchill, Atlee, Bevin and Eden.

Before the summer was over we had been entertained also by the American Counsel General at Southampton, William H. Beck, who received us, along with members of the consular community, at a tea dance. Our last formal affair outside of the college was a tea given by the mayor of Winchester. On the last night of the session, faculty and students got together for the "Going Down" dinner and dance, which was preceded by a sort of cocktail party. Most of us were almost bawling as we left the dance to catch a Channel boat for France. We felt we'd made real friends and wished that our stay could have been longer. Few of us I believe have more affection for our American alma maters.

But what did our lecturers say? Their talks, all of which were followed by shockingly frank discussion and question periods, were woven into the general theme of the session — Contemporary Britain — An Historical and Sociological Survey. They briefed us on England's past—geographically, historically, politically, linguistically and culturally. Harold Nicolson spoke to us on the English political tradition; John Arlott, ace BBC sportscaster, told us about the significance of cricket in English life; James Laver, the renowned fashion authority came down from the Victoria and Albert Museum and had us in convulsions with a lecture on "Gentility, Sex and Fashion in England." And there were more than a score of other distinguished speakers, all authorities in their fields.

The press didn't blare out our arrival, but it took notice of us before the summer passed. The Times of London sent H. C. Dent, editor of its Educational Supplement, on a tour of all the Yank-infested universities to compile material for a composite article. He spent three days at Southampton alone. Appearing with his story was a lead article on the scheme in which the Times pleaded for an expansion of the summer schools for foreigners, and proposed that the British government subsidize a number of its students each summer so that they might study on the continent and in America. (Without some subsidization, British students couldn't leave their country for study abroad, for they are allowed to take out of Britain a sum which could not begin to meet their expenses. And many, of course, have not that much money even if they were allowed to take it with them.) "The amount of the necessary expenditure out of public funds would be trifling compared with the benefits that could, and would ensue," said the austere, conservative Times. The '48 sessions it termed a "great success."

Out of all this came understanding. I was able to draw these conclusions, after numerous meetings, talks and bull sessions with Englishmen and Scotsmen, running the gamut from peerage to low-in-come "commoners", not bypassing the upper-middle, middle-middle and lower-middle class businessmen, artisans, shopkeepers, professional men and women, housewives and students:

The British are not the reserved, inhibited and humorless people we are often led to believe. You need not get to know them intimately to find them friendly, charming and hospitable. Certainly they are as energetic a group as can be found anywhere.

"Socialist England" is not as socialistic as that label has led many Americans to believe. The British government is still soundly representative. It is not a one-party setup. The British have lost none of their

essential freedoms—freedom of the press, of worship, of speech of assembly. There is no spoils system in their honored and respected civil service, nor is their government—in either its local or national divisions—corrupt or machine-run, as is frequently the case in our country. There has, of course been nationalization in several fields—transportation, the Bank of England, medicine and coal. Education has been drastically changed and government control of the steel industry is proposed. Some Englishmen say, however, that much of this nationalization would have come as a result of the war, regardless of the party in power.

Britains speak English, as do Americans, but they are no more American—in many respects—than are the French or any other foreign people. Some Americans seem to lose patience with the English when in their country. They believe that because our language is similar (not the same, God knows) that their social customs and habits should be identical with ours. No American should expect that. We have inherited much from the British besides language. But the American people have inherited much, too, from all of the other peoples of Europe. We in America are a hybrid people. The English are English—and have been for quite some time.

Since they entered World War II, the British have been living a rationed, restricted life. Many of their children have never bought choclate without ration coupons, nor have they seen cream or unlimited quantities of meat. Many have lost their homes and places of business; cathedrals and churches are in ruins. Housing is tighter than in our country.

But they are facing their problems squarely and directly. Whether their approach is correct can be argued ad infinitum. Yet, theirs is the only European country in which the black market has not become a universal institution. They have stuck by their rationing program, and by so doing they have enough to eat and wear—although their diet is dull and their clothes are few. They are not starving, however, and their clothing, though perhaps not chic or New Look, is adequate and not tattered. Their austerity program is functioning as successfuly as such a program could in any country because they have the guts to make it succeed. They complain, some of them, but for the most part, they're taking it with a smile. They've not yet thrown in the sponge.

The skeptics and cynics say England's greatness lies in its past. I'm not a statesman or a historian, but it seemed to me that there is still much that is great. The English are aware of their shortcomings and their needs. They are not ashamed to hold their heads up; they are busy working to ensure their future.

EDUCATION FOR MODERN MAN

CLIFTON FADIMAN

First, is there such a single thing as modern man.? To my mind, there is not. But I do believe that, at will, we can become, in the near future, either one of two kinds of modern man.

Now, the first kind is, perhaps, not a modern man at all. He is simply a man—that is, a whole and rational being; a citizen, as Chancellor Robert Hutchins of Chicago University puts it, "able to use rational processes in relation to all other men in the human community."

There is also a second kind of modern man that we can become if we wish. This second kind is not interested in justice or reason. What is he interested in? In the manipulation of gadgets—from can openers to atom bombs, in the accumulation of objects or wealth, and, finally, in wielding power over his fellow man.

This second kind of modern man is called under various aspects technological man, acquisitive man, aggressive man. Most of our so-called successes, our "men of distinction" are men of this type. They do not seem to me whole human beings or good citizens. To my mind, on the contrary, their pursuit of gadgets, objects, and power leads straight to the antheap state of which we have a rough pattern in Soviet Russia.

Now, if we wish to be gadget-object-power men, we will have certain educational needs. If we wish to be just and reasonable men, we will have other and entirely diffierent needs.

The gadget - object - power man needs very little education, it seems to me. What he does need is the training which will help him to use gadgets, accumulate objects, and exercise power over his fellow man. Well, this comes down mainly to getting and holding a job, except during those periods when he is efficiently killing his fellow men in war.

Now if the job is the main object of human life—if, as one of our Presidents once said, the business of America is business—then I propose the revising of our education so that the emphasis is laid on the three R's, technological training and learning how to sell a lot of objects to a lot of people.

But suppose, instead, we aim to produce just and reasonable men. Then our educational needs will resolve around the attainment of justice and reason, and will produce a different kind of education altogether.

Are we educating for the needs of modern man? Maybe that's not the way to pose the question. Education is not so much a method of satisfying

needs, it is more a method of questioning needs. It should teach men to need and want those things that are really important, among them universal peace, universal law, and universal respect for our fellow men.

To me this is the only kind of education that is really practical, for it is the only kind of education that will enable the human race to do that most practical of all things—survive. A knowledge of hog-calling, business administration, and the relative industrial merits of different alloys—these are all good things, but such knowledge will not produce citizens capable of preventing the human race from committing suicide in a series of atomic and bacteriological wars.

One more point. It is an error to talk about our education as if it were entirely in the hands of the school, for the education of all of us, particularly the child, is increasingly in the hands of those who own or control the movies, the comic books, the sports column, the advertising agencies, the radio and television transmitters, the newspapers and the picture magazines. If we wish the child to become the just and rational man we must either induce the owners and controllers of these instruments of communication to become just and rational themselves—and some of them are, or would like to become so. Or if they refuse to become just and rational men, we must try by democratic means to reduce their influence and return education to those to whom it belongs—to the educators.

Now this involves, of course, a revolution in our thinking. It means making teachers what they should be in any rational society; that is, the most important and respected people in the United States. If we can effect this revolution in our thinking, we can save ourselves from destruction. But if we cannot effect this revolution in our thinking, we cannot save ourselves from destruction, no matter how many great football teams we produce, how many new school buildings we erect, or how much money we spend.

I think we're beginning to realize this. Being the kind of people that we Americans are, I think we have at least a fighting chance of creating within a generation, perhaps, the kind of education which may begin to produce the finest citizens history has seen since the Athens of Pericles. Only then will education really begin to meet the needs of the modern man.

From an address before America's Town Meeting of the Air, January 25, 1949, in which four speakers discussed the question "Are we Educating for the Needs of Modern Man?"

HISTORY IN RED WHITE AND BLACK

LLEWELLYN C. MEIR
Social Studies Dept.
Batavia (N. Y.) High School

The historian need not possess all the attributes of the psychologist to explain the multi-colored complexion of contemporary history. Appeal to the color complex inherent in mankind is an effective device that has been purposely and successfully utilized through all the ages by men and women to bring to fruition their thoughts and ambitions, whether secret or patent, noble or ignoble. And since it is the thoughts of men and women translated into positive action that constitute history, the role of color as a powerful motivating force assumes singular significance in the dynamics of history.

The grotesque historical (and often hysterical) pyrotechnics produced under the color camouflage are—and always have been—merely the extreme results of individual and mass reaction to the color symbol. "Coloratively" speaking, civilization has remained static. Both individually and collectively we are still very primitive in our associations with color and in our reactions to it. Our everyday life is the mirror that best reflects our individual color affinities; and while we admit that the veneer of civilization in general has projected our color consciousness along the channels of harmony and good taste, nevertheless the color determinant, not always congruent, is extremely important in the design and purchase of our clothes, houses and living quarters, furniture and accessories, automobiles, public buildings, amusements, and generally influences our lives in innumerable other ways.

But for the most part we are aware of this individual color consciousness. To a large extent it is deliberate on our part. Of greater historical significance however are the universal subconscious reactions of mankind to the color stimuli. Without probing too deeply the psychological aspects of the problem, we know that definitely high correlations have been established between color and mysticism, between color and emotionalism, between color and symbolism. These correlations are illustrated in our daily lives in many ways: In such common expressions as "green with envy", "yellow coward", "purple with rage", "black despair", the "blues" (melancholia), "pure as (white) snow", or "pure as a (white) lily". Throughout all literature and drama black is associated with evil, mystery, fright, crime, death, while various shades of gray build an atmosphere of brooding, of foreboding, of chilling uncertainty. Then there is red, symbolizing confusion: blushing,

embarrassment, bloodshed, Communism. And a glance at American history reveals such organizations as The Black Legion, The Knights of the White Camelia, The Silver Shirts; and not to neglect the positive side, we should mention The American Red Cross, The Cross of Lorraine (blue and red), The Boy Scouts (tan), The Girl Scouts (olive), The Red Feather, etc. Widening our scope, we can include the colored emblems of national states, of smaller political entities, of educational institutions, of sororities and fraternities; the colored ribbons that are awarded to the winners in all sorts of contests, pageants, and races, ranging from dogs and babies to beauty contests and hero worship (war decorations). Also, let us not forget all the abracadabra accompanying Commencement Exercises with their colored scarves, ribbons, caps, gowns, diplomas, and last but not least, oratory. And finally we find the human race itself culturally and biologically both bound and divided by that strongest of bands and greatest of barriers—color.

When we further analyze this phenomenon, which for lack of a better phrase we may call the color complex of history, we clearly see not only the close correlation that has always existed between color and history, but also the importance of the color symbol as a psychological determinant of history. Let us illustrate by taking an example or two selected from the historic panorama: The so-called Wars of the Roses waged in the fifteenth century between the ancient (if not so honorable) Houses of Lancaster and York.—"With no other purpose behind the thirty years of bloodshed but jealousy and greed, and which bred nothing but treachery, murder, and the executions of defeated rivals—". And what were the colored symbols for which men drenched fair England with their blood? The red rose, and the white rose, scattering their gory petals of shame over the fresh, over the silent, over the tragic graves of the slain. Three hundred years later, under the staid white banner of the proud Bourbons and under the flaming Tri-color of the revolutionary-born Republic, Frenchmen slew Frenchmen until the clash of arms resounded even to the far off realm of the Muscovites.

And it was these colored emblems, just as it was the colored emblems of the Stars and Stripes in 1777 and of the Stars and Bars in 1863 that in the eyes and minds and hearts of divergent groups symbolized divergent interests and divergent hopes and ideals; irreconcilable interests and hopes and ideals to which each group became so emotionally attached and so inseparably wedded that enthusiastic death constituted the only conceivable form of renunciation. So the bodies of the dead were draped in display with the bright bits of cloth, were decorated with the colorful emblems, and were laid to rest in carnadine graves where each contributed to the rot of the other—and to history.

Thus the loom of history turning spindles of colored thread fabricates its intricate designs, often as startling in their completion as they are strange in their origin. But the psychological base for each historical pattern-in-color remains constant, almost monolithic in its changeless form: *Regardless of the age, regardless of the degree of civilization achieved, be the symbol gay and multi-colored or of single and somber hue, it unfailingly evokes human emotionalism in direct proportion to the intensity of the ideology symbolized.* And it is this unique, this universal, this unchanging but inherently human emotional reaction to colored symbols that throughout the ages has set the pattern for the dynamics of history.

We of the twentieth century have been living witnesses to the exploitation of color and its inseparable concomitants, mysticism, symbolism, and emotionalism on an heretofore unprecedented scale. We have seen colored symbols become the psychological nuclei constituting the very essence of modern national and international ideologies; ideologies that were perpendicular in their hostility to each other, parallel in their common methods and techniques, and yet incongruously fused in their common hatred and contempt for democracy. Here in America we remember only too well the mingled emotions attending the launching of the National Recovery Act under the famous (or infamous) "Blue Eagle"; a symbol that tore the nation asunder; a symbol that was damned and praised with equal vehemence by diverse groups lacking either the ability to comprehend the vast ultimate significance of this depression phenomenon or the source material upon which to base an objective evaluation. Nevertheless this colored symbol became the focal point about which the pro and con forces aligned themselves; and the element of incongruity in this instance was not the color of the symbol but the fact that each group included men and women from all classes of our heterogenous population. Across the ocean we watched the crude swastika of National Socialism become the colored symbol camouflaging all sorts of modern chauvinism even within the last decade: The Messianic mysticism of Der Fuehrer, so dear to the Teutonic heart (if not to the Teutonic purse); the savage, exultant "Horst Wessel";

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But in this twentieth century, remarkable for so many things, it has been a sad spectacle to witness; and the final result of such mass subjugation, regimentation, and de-personalization as wrought by these sawdust Caesars with their colored bits of cloth is difficult to predict. Humanity, baffled and uncertain before this ancient phenomenon in modern guise, stifles its fears and continues to hope for a favorable answer to the question whether or not civilization ultimately is to perish in a Titanic struggle between opposing ideologies symbolized in colored rags.

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to a no-officer, no-dues paying organization, The California Council for the Improvement of Instruction. They devised, developed, and exchanged techniques and tactics for improving instruction through the use of current materials.[1]

The language arts teachers approached communication in many ways. They started with pupil interests and found satisfactory materials in current periodicals for reading, discussion, and composition. But there still remained the mechanics of language heretofore a textbook activity. Alma Linton of Abraham Lincoln High School in San Jose decided that this need not be, that mechanics, too, could be taught from current materials. And she did it! How? This is her account:

Let us take TIME mazagine for October 18th and see how it, as well as any accepted piece of literature, may serve as a means of instruction. Turn to page 16, "A Letter from the Publisher". The first two marks of punctuation which we find are colons. Are they used according to the rules we have for the use of the colon? One is and one is not. Why? Why are there quotation marks in front of "Dear Mr. Liven?" Why is there no comma after "Dear TIME-Reader"? What is the writer's reason for using "from kiver to kiver"? Why "'em" at the close of paragraph one in the letter? What is the meaning of "infinitesimal"? Does it express something in its lowest terms? What part of speech is it? What words or other expressions could the writer have used? Is "Hugging" an expressive here? Is is a verb or a particible as used here? Ask the students' opinion on the use of contractions. Do they approve of their use in formal papers? Do they like and approve of them (or vice versa) in personal letters? Why? What should have been included in the drawing at the bottom of the page? Why? Should "but" be used to introduce a sentence? Writer Berg used "aptly".Can we be as careful as Mr. Berg? Where did the expression "tinker's damn" come from? And so on for page 16.

Turn to page 81. Don't miss an opportunity; look at the pictures first. (The students will). See how many apt adverbs the students see in the pictures. They will also start an argument on "Safe and Out" according to their loyalties to the Braves or Indians. Ask class, "Why does a news magazine have a section on sport?". Let the students read or have read aloud part of the article. Then notice the different means used to introduce the paragraphs. Journalists have to use variety; they have to present facts and stimulate responsiveness. How? Prove it. Why is there a comma after "tobacco" in paragraph 1? Why commas around "a boy from Arkansas" in paragraph 2? Should there be a comma after "At 35,000 dollars a year"? Study the use of commas, "At 29, Fireball Bob, like Sain". Why is "Down went the first three Boston Braves in order" such a strong last sentence in paragraph 2? How about colons and semicolons?

Use your own judgment as a teacher—stress definite things, such as certain marks of punctuation—do not try to cover the whole category of the language arts. If composition, effectiveness, use of parts of speech, vocabulary, exposition are the point of emphasis, look for them and not for everything that it is possible to find in the article.

If a sentence is a humdinger or hits the bull's eye, write it, or a part of it, on the blackboard. Allow it to remain there for a day or two. Recognition, recall, comprehension will take place. If not, inquiry may be made and those who know why will help those who can't remember or who can't see the point immediately.

While the class is talking about "Pitching Pays," some football enthusiasts will be reading "Big Nine's Big Wheels." Don't scold — take advantage of particular interests. If you notice which students are reading in column three, ask them similar questions about that article.

If composition is being stressed, how about the short sentences in paragraph 2? Is the short sentence particularly adapted to Sport? If parts of speech is the object of interest at the time, look for whatever seems especially well done or for whatever is not effective. You are teaching pupils what to look for in using any printed material, whether it be a text, classic, or up-to-the-minute periodical.

See *Books*, page 108, October 18th issue. Look at the picture first. Who is the fellow at the wheel? Why is he saluting? What type of automobile is it? New Model? Then—after some such device to get attention — get down to business. What book is being reported? Who is the author? What is the writer's estimate of Douglas Southall Freeman as a biographer? What evidence has he for his opinions? What about the subject of the first two volumes? Will people read them? Who will buy the books? If the school library has Freeman's biographies of Robert E. Lee and Lee's lieutenants, assign someone who is interested to compare his account of the Battle of Gettysburg with that of Ben Ames Williams in *House Divided* and report to the class. Ask —"Are present writers of biography debunking heroes?" "Why are we more fortunate as each day goes by as far as research is concerned than the high school students at the turn of the century?" "Would or should these volumes be readable to the average person?"

Now let's look at Art— Read the article on p. 46. Have the pictures and articles on p. 56 from *Life*, October 11, posted on the bulletin board. Also post prints of pictures mentioned, getting them from the library or art center of the school. Have books on modern art on the browsing table, open at the pictures presented in the article. Fortify yourself with such reading as William Gaunt's *The Aesthetic Adventure* (1945, Harcourt, Brace and Company). What has modern art to do with English, you ask? Well, language arts have a great deal to do with modern art. The article in *Life* is very interesting from the point of view of language arts. A report of a round table discussion is challenging

1. **Reginald Bell and Lucien Kinney. BETTER TEACHING THROUGH THE USE OF CURRENT MATERIALS. Stanford University Press, 1947.**

to teachers of high school English, for the round table discussion is usually heard not read. What then is to be the make-up of a report on a round table? Certain background material must be given, certain procedures explained, certain remarks quoted. Other explanations and conclusions must be included if the round table report is to be read. Study the article with the class. Talk over the facts as given in TIME, page 46. Get background more firmly in mind by examining the facts and descriptions of the personalities participating in the round table as reported in LIFE, October 11, page 56. Then study the style of reporting the round table discussion. If the school has equipment for making recordings, it might be interesting to follow the study of "A Round Table on Modern Art" with a round table on some school activity possibly discussion of the use of murals on school corridors or the pictures or sculpture or murals used in classroom, halls or library of the school. Certain students could act as reporters and take down in shorthand, verbatim, what is said. The replaying of the record is an eye opener to those who take part. Certainly class discussion should follow the round table so that we as listeners, to the radio, etc., could be more intelligent listeners, or as participants, more effective speakers. This type of writing presents a challenge to students. It is new. It is contemporary.

Have I given you an idea? I apologize, if not. To me an interesting and interested classroom is the only excuse for its being. Use the rich storehouse of material at hand: texts, periodicals, novels, biographies, ads, radio programs — wherever and whenever you can.

It Seems to Me

Curricular Merrygoround

BYRON C. KIRBY

Society has always been confused on most subjects, but, somehow, it has muddled through. Problems that have arisen from era to era have not been solved. What is more, they won't be, for their solution depends upon a functioning Christianity and wisdom: two virtues that are basically potent but entirely too scarce.

We are just as badly confused in the field of education. Here we meet all kinds of notions as to what should be included in the curriculum, as to objectives in education, and methods of teaching. Educational philosophy is often centered around half-read and misconstrued bits of theory.

In the early days, the curriculum included Latin, science, religion, mathematics and the humanities. But people, after having waded their way through high school and college, observed, "This type of work did not teach me how to run a store, clear the forests, trade horses or raise a bumper crop of wheat." After this was repeated often enough in all walks of life, educators began to think, and thinking usually results in a right-about-face. I wonder why some one doesn't suggest that every so often, we just draw lots to see what to do next. That way we would get all the constructive results of current thinking, without any of the misery resulting from using the head. Well, after a period of thought, a new idea formed in the haze. That turned out to be utilitarian education: a shift in emphasis from the classical to the practical. By jove, we've got to teach them how to haul fertilizer and trade horses even though they learn nothing else!

Utilitarian education places the emphasis upon practical needs. What must the individual know in order to do his job and to make a living? Practical needs in education include training in shop work, business, book keeping, typing and crafts. But after this type of curriculum had been in vogue for a number of years, observers began to say, "This kind of work does not train the individual to appreciate, enjoy, to understand, to see the fullness and depth of life."

Education is more than learning a few facts; it is more than learning a few operations that will enable one to make a living; it is more than making a fortune. These are not even the most important part of education. Many people will meet with adversity, misfortune, accident; many will be able to make only the scantiest living; many will be tempted to surrender, to give up hope, to fall into squalor and immorality. It is the function of education to save these, to save all, to set each life upon a firm foundation of hope and understanding. This cannot be achieved upon a purely materialistic basis. We must teach people to see beyond their four walls, beyond their city, yes, beyond this world.

The educational base must be broadened—and in broadening it we must include more of the sciences, more music, art, literature, social sciences and philosophy. We need to develop perspective, breadth and depth in the thinking and the understanding of each individual. There is no objection to teaching wood work and typewriting in school, but these activities should not constitute an undue share of education. They represent merely a necessary minor which should rest upon a broad base of understanding. Then if misfortune should come, the individual, instead of resorting to suicide, can still see beauty; he can observe himself, and observing, can ponder man's place in the universe. There should be something in the training of each one of us that will act as ballast to keep our lives at an even keel. That

something we can find in a thorough study of the humanities. It is because of this that many schools never drifted very far from the cultural areas of learning and that, of the many which did, a large number are beginning to reverse their course.

Education is faced with a good many changes today. One of these is the core curriculum. In this type of organization one subject, English, social studies or something else is made the focal point of curriculum development. All educational procedure grows out of, and into, this central stream. This reorganization is nothing more than an effort to correlate various areas of learning. There is merit in that objective: unrelated facts mean little. It is only when facts are related, when connections are developed, when the individual is taught to use information, to reason from the known to the unknown, or from the specific to the general that he really understands the work in hand. Real education is helping the child develop power to weave facts into beautiful tapestries of thought and complicated mosaics of wisdom. But we can do that by teaching each subject separately before the weaving. The accent always must be on correlation, causal connection. That magnifies rather than minimizes the value of precise information.

The activity program receives a lot of emphasis today. It is important, because successful eduational method begins with motivation. Activity does motivate — but there is danger of going off the deep end in motivation; of having so much motivation that there is little time left for the homely arts of achievement; indeed, there is danger of permitting the tail to wag the dog. The greatest motivation in the world, I believe, is an understanding on the part of the child that the teacher is interested in him, that his work hooks up with life, and that he actually is learning by leaps and bounds.

What are the objectives in education? (1) to master the tools of learning; (2) to learn how to apply those tools in digging out wisdom; (3) to master the humanities; (4) to nourish the spirit and feed the soul. Why don't we, as educators, make an effort, a rather thoughtful effort, to raise man from the dungeon of ignorance to the mountain top of understanding and light? That is your function—and mine. To achieve that end, we must have a cultural curriculum ever vibrant to the magic touch of the artful teacher.

WHEN THE SCHOOL FAILS

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When the school is unable to do its job, the time honored practice is to send a note home by the pupil, saying that the child has failed. In the first few years of my professional career as a teacher I believed the child *had* failed. But for the past fifteen years I have shifted the responsibility. I believe that when the pupil does not learn, to the maximum of his capacity, the *school* has failed.

Studies of the reactions of pupils toward schools and teachers reveal that children enjoy attending school more than they enjoy any other activity in which they engage. This is due, in part, of course, to the fact that a school building is usually attractively situated, pleasantly appointed, comfortably warm in the winter and cool in summer. But mostly, however, it is due to the personalities of the professional staff.

Day after day the first grade teacher accepts as part of her job the task of helping Mary learn the joy of cleanliness. Year after year, she sees Mary move on through the school, credit to her parents and teachers.

The second grade teacher thrills when she discovers that Johnny is no longer satisfied to read just textbooks. She rekindles her own spirit as Johnny realizes the joy of conquest over the mysteries of the printed page.

Nor do the third and fourth grade teachers become discouraged when, for some unknown reason, there are some in the class who are still unable to read or who can't learn to divide. Has the child grown otherwise? Has he improved in social abilities? Does he accept and discharge creditably many more responsibilities than he did when he entered the room? Finally has he honestly tried to do his best? If so, the teachers and the school have not failed and the child should pass.

There are several points to keep in mind in determining whether a child should pass on to the next grade or should repeat the work.

1. *Arithmetic is not everything.* Success in school and out is not correlated with arithmetic computation. But success is correlated with the ability to read.

2. *Test for readiness.* Some children are not ready to read until more than a year after the average. The

greater the stress placed on learning to read in the first grade, the longer it may take some children to master this intricate activity. Until the child is ready, it is malpractice on the part of a professional teacher to force him to go through the motions. It may make the job well-nigh impossible.

3. *Don't expect too much.* As we teachers master the techniques of directing the learning process, we often expect the child to increase his tempo of learning. We forget that each child comes to us *de novo.* We know what mistakes he will make and we know the eventual formula to adopt to insure success. Sometimes we are tempted to take short cuts. But this always delays the learning activity. We can't make a frog from a pollywog by cutting off a tail.

4. *The pupils should work.* Hard work on the part of the teacher does not necessarily mean that great learning activity will be experienced by the pupil. On the contrary, very often the harder the teacher works, the less the pupil learns. We must not forget the lesson of the moth. The hard struggle necessary to emerge from the cocoon stimulates the life process of the moth. If it is helped by human hands it is doomed by this help to be a cripple. So of the pupil. And teachers should not hesitate to remind parents that the assignment is for the pupil, not for them.

5. *Don't try to teach everything.* There is another teacher in the next grade. Give her a break. leave something for her to teach and give the child the thrill of being promoted. In this connection, about the most unprofessional thing a teacher can do is to suggest or insinuate, however slightly, that the child "should have learned that" in the grade below. This is, in fact, an admission by the offending teacher, that she is incapable of doing anything other than the little job for which she has hollowed out her own particular little rut.

6. *No Merit in Repeating.* Statistics, carefully gathered and checked, show that the average pupil who repeats a grade improves his performance only two per cent in arithmetic and one per cent in reading. He will learn much more in the next higher grade.

7. *Finally hold a consultation.* As a last resort before the teacher pronounces sentence, she should seek the corroboration of professional judgment the principal may give. A consultation should be held. Maybe she should enlist the aid of an older brother or sister of the pupil. The parent, pastor, scoutmaster or some other influential person who knows the child should be called in. Maybe more than consultation is needed. The conclusion that a child should repeat a grade is the gravest decision made in a schoolhouse. Remember the teacher admits the school has failed.

It is item 7 that marks the school. The school has failed by just that much if a single pupil is required to repeat the work of a single grade without the case having been reviewed by experts.

In all fairness to the great body of teachers it must be said here that these words of warning are addressed principally to the inexperienced teachers who have just entered the field. A teacher with many years of experience will understand the uncooperative attitude of a certain pupil. The experienced teacher knows when the child's words are in fact merely the reflection of the dinner table conversation in the home.

It is natural, in a child who comes from a home of this kind; where parents, in the hearing of their children, "do not approve of the things the schools are doing, nowadays," whatever they may be. This child needs help—and needs it desperately. The experienced teacher helps the pupil by closing her ears temporarily to the slurring remarks of the child so long as they do not destroy her control of the room. In the end the teacher always wins, if she deserves to do so.

There is some kind of an explanation for every difficult situation. The child may be ill. Sometimes the child may carry burdens at home that are almost past belief. The nurse, the school physician, the hearing specialist, the oculist, the bus driver, the visiting teacher or attendance worker, the postman, the policeman, the grocer, the workers in the various social agencies, the school the child attended last, the teacher in the room he has just come from, the custodian of the building—all may help. Experienced teachers know where to start in this long list.

But suppose the child is heard to say; "We don't have to work. We all pass anyway. I heard my mother tell Mrs. Jones that the principal has told the teachers to pass everybody. I'm not going to hand in that paper. I'm going to a movie."

This is a delicate situation and one requiring immediate action. If the principal is informed promptly, it is likely that his conference with the parent will result in the pupil working harder than he has ever worked before.

If the child still refuses to work, however, the school may try an attack from the rear. He may be asked if he would like to be placed in a room where the children are working on the level at which he works. This may require that he be demoted two or three grades. It is likely that a conversation between the pupil and the principal in which this *possibility* is mentioned, will have the desired effect. But the child must not be threatened. He must not be issued an ultimatum. Such an announcement may backfire. It should never be used blusteringly and once announced it must be carried out. It is probably better to approach the situation with a question: "What am I going to do with you, John? I don't want to put you back with those little children, but the other people in your

room are away ahead of you. You'd better go to work. You don't want to fail, do you?"

And if, after every device known to principal and parent have failed, it is necessary to take drastic action, the school may still avoid failure. It may leave the door open for the child to go to work at his true level and earn his way back in a few weeks to his own class. Not many cases like this will happen in any one year, sometimes not even one, if the faculty is experienced.

And so it goes. Teacher and principal, father and mother, specialists of all kinds work closely together if the school is not to fail because when the school fails the nation's greatest resource, manpower, does not develop. Some children respond to one kind of treatment and some to another. Unless the school exhausts every resource, it has failed.

DEVELOPING GOOD LISTENERS

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The economic geography teacher was telling us about China today," the sophomore voluteered at the dinner table.

"What did she tell you about it?" her father asked.

"Oh, different things."

"What things, dear?"

"Oh—well, she told us that Ripley once drew a cartoon saying that if the Chinese ever started walking past a given point, they'd never all get past, because new ones would keep getting born. I thought that was interesting."

"Yes, it is. What else did she tell you?"

"Oh, I don't know. Just different things. It was awfully interesting, though."

. . .

"Sure, I showed the kid how to run it and explained the safety releases to him and gave him a long talk on playin' safe around the gears. I'm sorry he got hurt," said the foreman.

. . .

"Naw, I didn't vote," Jim explained during the lunch hour. "I listened to some of the speeches, but ya can't tell much about a guy by what he says over the radio. They all sound good an' make a lot o' promises they won't keep. Anyhow, the country's in a mess an'll stay in it irregardless of who gets elected. So me an' my wife didn't even bother to go vote."

. . .

To these illustrations of lack of effective listening you can no doubt add dozens of your own. How well do your students follow oral instructions? How accurately can they give the gist of a thirty-minute talk? How effectively can they weigh contrasting arguments? How well can they distinguish assertion from evidence when they listen to radio advertising? Do your students know how to listen? Have you helped them to learn how?

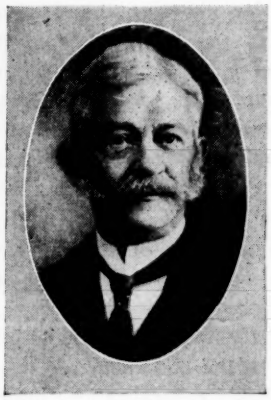
It has long been known that a person, on the average, spends more time in listening than in any of the other aspects of communication. He listens approximately one and one-half times as much as he speaks, three times as much as he reads, and five times as much as he writes.

Perhaps because a child must learn to speak, read, and write, but hears from infancy, educators have paid little heed to developing the power of effective listening. To prove the relative neglect of research in listening, you need only turn to the *Education Index* and note the comparative number of entries pertaining to listening, reading, speech, and written composition.

This article is first of all a plea for more study of the problems of teaching effective listening. You can experiment in your classroom and share your findings with others. It makes no difference what your subject is. Listening is as vital in the sciences, the social studies, health and physical education, and the arts as it is in English.

Second, this article summarizes a number of techniques for improving listening. Perhaps better techniques than any of those named may be developed. But here are a few methods of proved worth.

Discussion. An alert teacher may talk with a class about the need for listening, perhaps suggesting that the rise of spellbinders like Hitler and Huey Long is attributable in part to the failure of the hearers to listen discriminatingly, to listen mentally instead of emotionally. Before oral presentations, a class may talk over the characteristics of good listeners, and then try to illustrate them. One class (described by Lucile Lohnas in the *English Journal*) decided that to be good listeners they should have desks clear, sit in comfortable positions with eyes on the speaker, show by expressive faces



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that they are "with" the speaker, be patient if he has difficulty, be able to offer intelligent criticisms, avoid interrupting if the final bell rings, and "listen unto others as you'd have them listen to you" Another class (as Jessie Mercer relates in the *Bulletin* of the NASSP) decided that good listening is characterized by quietness, appreciation, discrimination, and reflection. Posters may be employed to keep students reminded of the qualities that they name.

Focusing attention. In a music appreciation course, the teacher, before playing a record, often suggests that students listen for the recurrence of a theme, the use made of the bass clarinet, or something else. In other words, the teacher focuses the students attention. A similar technique may be employed in non-musical courses. The teacher may focus students' attention by suggesting one or two things for which they are particularly to listen in a talk or a broadcast. In a history class, for instance, when a student is to report on the 1947 "unveiling" of the Lincoln papers, the teacher may ask the students to concentrate on deciding what kind of man was Robert Todd Lincoln, who insisted on long keeping secret the content of the papers. Interestingly enough, comprehension of the entire talk seems to be better when one is listening for a particular item.

Following instructions. One teacher of chemistry, weary of facing classes who habitually failed to follow oral instructions precisely, spent a couple of early-semester class hours in an effort to effect improvement. He led a discussion of how important it is, in science especially, to follow instructions meticulously. Then, in the laboratory, he gave simple oral instructions that could be followed quickly by attentive listeners and that would be useful later—e. g., how to cut, bend, fire-polish, and insert glass tubing. He also had each student explain a simple procedure, not necessarily related to chemistry, that could be followed in the laboratory, and other students carried out the instructions.

Selection of main ideas. Like sophomore Janet, listener after listener recalls that a speaker was talking "about China," or remembers two or three picturesque statements, but fails utterly to grasp the speaker's main idea. Yet it is that understanding which is essential for real comprehension; given the main idea, a listener can more easily recall the most important supporting statements.

One technique to help students learn to select main ideas has been described by Earl J. Dias in the *English Journal.* In step 1, Mr. Dias' students prepare papers of about 150 words on subjects of interest to them; after each paper is read, the class try to state the main idea in one consise sentence (and they object strenuously if the presentation lacked clarity.) In step 2, students summarize short, thoughtful statements read to them from the pages of professional writers. Step 3 involves listening to a radio forum and reducing to a few sentences the arguments on each side.

Understanding organization. Listening to a speech or report in an attempt to understand its organization has a double value. In the first place it makes possible intelligent summaries of what is heard; second, it makes students increasingly conscious of the need for organization in order to insure clarity in their own speech and writing.

A valuable procedure here is to review the principles of organization that may be employed: chronological, order of climax, inductive, deductive, etc. Then read brief selections illustrating clearly the different types of organization, and discuss what other pattern might have been followed and the author's probable reason for choosing the particular pattern.

Listening for fallacies. Although it is unnecessary to enter into a detailed study of fallacies, one of the most worthwhile services that any teacher can perform is to make his students conscious of and alert for the fallacious reasoning with which we are bombarded day after day. Among the fallacies that they can spot at the radio, in corridor chatter, or in the classroom are these:

(1) Hasty generalization: drawing a conclusion on the basis of too few examples. "Ever since I knew Pierre, I've disliked the French."

(2) Faulty dilemma: assuming that a choice must be made between two alternatives, when more than two actually exist. "We must have either total peace or total war."

(3) False analogy: insufficient resemblance between the two things being compared. "Since the radio did not reduce movie attendance, neither will television."

(4) Begging and ignoring the question: discussing a related subject instead of the point at issue. "My opponent favors universal military training. Yet he himself was not in World War II. He———"

(5) *Post hoc, ergo propter hoc*: assuming that because one thing follows another in time, it was caused by the earlier. "Who was in office in 1929, when the depression struck? The Republicans, of course. Do we want another Republican-caused depression?"

(6) Incompetent authority, using the opinion of someone who is not an expert in the field being discussed. "———, the movie star, said over the air that he is going to vote for the Democrats, and that's good enough for me."

(7) Various persuasive devises, such as testimonial and band wagon. "She's beautiful, she's engaged, she uses River's face cream." "Holly-

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Assimilation with other knowledge. Teaching students to relate what they learn to what they already know is one of the biggest jobs in education. For them to profit from what they hear, they must store it in the mental compartment where it belongs and note how it is similar to or different from the things that are stored with it. In discovering such relationships lies the heart of creative thought. Here are a few suggestions concerning ways of helping students to mesh the gears between their ears and their brains.

After a challenging address by an assembly speaker, a "post mortem" is valuable. Talk about what he said, question his statements of opinion and possibly his facts, let the class amplify some of his remarks, and seek parallel incidents from life or literature. When a student has made an oral presentation, the same procedure may be followed. The oral work will probably improve when the class know that more comes from their efforts than a mark in a gradebook; student attention will be heightened; and the processes of thinking will be improved.

The search for parallels is particularly stimulating. Suppose that a class has heard a report on James Russell Lowell in which the emphasis was upon his versatility—poet, critic, humorist, essayist, editor, professor, speaker, and international diplomat. Questions like these should be raised: What other poet was also a humorist? an essayist? a professor? What other writers have held high governmental positions? Who is the most versatile person you have ever heard of? Parallels to almost anything are endless and recognizing parallels seems to help in the improvement of mental filing systems.

Similar to searching for parallels is supplying examples. I shall illustrate by referring to the literary selection, but the same technique may be used after a talk. Van Loon, in his *Geography*, refers to prehistoric animals that "went about their daily affairs in the armor of a medieval knight." What were some of those animals? Other creatures, he says have gone "into domestic service." For example? Man, Van Loon goes on, has taken possession of the earth "by right of his superior brain and by the strength of his foresight and his shotguns." What has man conquered by his brain? by foresight? by shotguns? This searching for examples helps students to listen more attentively, to straighten up their mental files, and possibly to include more examples in their own speaking and writing.

In addition, students may relate newly acquired information to that previously held if they supply contrasts, recall related familiar proverbs or quotations, and construct hypothetical situations in which the information would be pertinent. As an illustration of this last procedure, suppose that a class has heard a talk on the steel industry. A thought-provoking situation might go something like this: If the United States had been blessed with only half as much iron ore as it actually has been, how would its national life probably differ?

Evaluation. In a democracy it is frequently essential to compare and choose between two or more opposing points of view. That means that listeners must often evaluate what they hear. In class, after a panel discussion or debate, or during a discussion of "Town Meeting" or a similar program, it is sometimes useful to list in parallel columns the contrasting arguments. The students then attempt to see which arguments have been refuted in whole or in part, and compare the merits of the remaining points. Students may tend merely to count the points on each side, but they can soon be shown that one strong, unanswerable argument may be worth a half-dozen trivial bits of reasoning or evidence.

There must be years of research before we know as much about the improvement of listening as we now know about the improvement of reading, writing, and speaking. The betterment of listening is a vast and largely unexplored educational frontier. Every classroom teacher may and should be an explorer in that region.

GUIDANCE AND THE CHRONIC ABSENTEE

ZELMA PARKER
Director, Child Welfare and Attendance
Richmond (California) Schools

If we can define guidance as "a process by which children are helped to live comfortably in their social milieu", we see that the child who is a chronic absentee from the public schools is in need of assistance from school personnel.

Children who do not participate fully in their school program because they are not present may find it difficult to make life adjustments either as children or later as adults. Reasons for chronic absence are many and varied. For purposes of this paper, we shall exclude cases of truancy which lie in a more defined category and because of the aspect of legal violation are given more persistent attention by school officials. Also, for our present purpose we shall define chronic absentees as "that group of children who from kindergarten on through high school are frequently absent from school, usually with the knowledge of their parents, and usually for reasons which, while generally acceptable to parents, are not considered valid under school regulations."

In this group we find: (1) that group of children who because of real or imagined physical complaints do not regularly attend school; (2) that group of children whose emotional fears of school are related to leaving their homes because of their great dependency needs, to fear of failure and of competitive situations, and to poor adjustment in the family pattern which is reactivated in the school situation; and (3) that group of children whose parents are not interested in their children receiving an education because it may be in variance with their own cultural pattern, so emotionally dependent on their children that they keep or allow them to stay home, or so hostile to society that they allow their children to break the law.

The need for guidance for these children is hardly to be questioned. Yet, generally speaking, little concentrated attention is given to them. Because of their belief in the essential goodness of the school experience for the child, teachers are concerned about this group, as well as because of the mechanics of reporting repetitive absences to the office and the problem of teaching in terms of lessons missed and helping the child to make up work.

Child welfare supervisors, generally occupied with cases of defined truancy and behavior problems, are apt, because of the pressure of their jobs, to overlook the intermittent though chronic absentee, while recognizing the implications of the problem.

Guidance for this group of children depends on the school's ability to effect an adjustment of those attitudes in parent and child which are contributing to the absence. If the school is to take responsibility for this adjustment, the skills of the classroom teacher, the child welfare supervisor, and sometimes a psychiatrist, must be combined in order that effective help can be given. Basic to this help is the school's recognition of the meaning of chronic absence and the provision of adequate personnel to work with parent and child.

Schools must recognize that chronic absence has definite implications for the child adjustment in later life, that his need to escape without open rebellion may, if not treated early, form the basis of an escape pattern when he becomes an adult. Deans

and teachers must be helped to accept the fact that behavior patterns sometimes change slowly, that the chronic absentee may be harder to "cure" than the child who is openly truant. Provision by the school of well-trained child welfare and guidance workers, equipped to render intensive casework services is imperative if good results are to be achieved. Parents must be helped to face the seriousness of the child's not participating in the school program which is his normal life experience at this time. Facing this problem necessitates an understanding and acceptance of the reasons why the child is not attending school regularly. Involving as this does interpretation of feelings and emotions of both parent and child as well as the relationships in the home, the situation calls for real skill in order that damage may not be done to the home relationships.

When the use of psychiatric help is indicated the child welfare worker must be skilled in interpreting to both the parent and child the need for referral to a psychiatrist. Most parents are eager for help with the problems their children present but acceptance of psychiatric help is still difficult for many people. Thus the psychiatrist, whose time is limited, can more quickly begin to work with the problem at hand.

The need for the school to begin helping with the problem of chronic absence at the earliest possible date cannot be too highly emphasized. Patterns of behaviour change slowly and the sooner the child who has failed to adjust to normal school attendance can be helped to do so, the less painful will the change be and the more lasting the result.

My Teaching Is Easier Because . .

Not too late in my career I had the good fortune to serve under a principal who discouraged night work. Previously I had followed the traditional pattern of English teachers, taking home a deadly burden of papers to correct. This principal made the bulging brief case not a badge of honor but the stigma of an outmoded teacher, out of touch with the world and unacquainted with the science of mental hygiene.

We worked hard. Our faculty was not the kind that dashes in at the deadline and rushes out at the bell. We had no comfortable rest room where we might spend free periods because we had no free periods. We had no chance to develop the bad habits of the student who fritters away study hall time and sits up late at night to do homework. We gladly assisted in a rich extra-curricular program and many memorable assemblies.

To keep up with our vital and dynamic program, however, we dared not come to school tired or irritable, and we needed all the resources offered by reading, movies, lectures, and the radio. Teaching techniques had to be stream-lined; we could not go on teaching English as we had been taught in another era.

One device growing out of the urgency of the situation was having each student keep an assignment page. Dictating a short, specific assignment each day, I had the opportunity to teach the value of good tools, to praise careful workmanship, to check on mechanics, and to watch the development of good habits in writing. I have come to the conclusion that brief written exercises, closely related to the needs of the hour, prepared under the teacher's direction, and corrected on the spot, are of far greater value than the ponderous assignments that used to absorb the evening time of the student—and the teacher.

MERLE E. IRWIN, *Fenger High School, Chicago, Illinois.*

My teaching is easier because of a box for filing three by five inch cards that I keep on the corner of my desk. On the cards are the semi-permanent records that I need to

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use often. I teach departmental English, but you can easily adapt the idea to any program.

In the front I keep the complete schedule of classes of the school, my teaching program, and the program of my home room class.

On a card for each class I keep the words freqently misspelled in written work. On another set are the topics I have given each class for notebook work.

Under picture study I have a list of the number of miniatures of each painting that I have on hand and also the pictures that each class has studied.

The grammar plays that have been used and the pupils taking parts in each are recorded. There are also cards for the choral speaking poems used in different classes. Other cards bear the names of reporters in each room who bring me news for the local paper.

I have used the regular alphabetical index and filed topics under the initials of key words. However, it might be better to use blank index cards and label them as you wish.

FLORENCE E. MIXER, *Grammar School, Livermore Falls, Maine.*

Although I have spent the greater part of my time in one community, I have been very much of a rolling stone in my outside activities.

(1) My summer courses have been on a free-lance basis, combined with travel. I think, perhaps mistakenly, that these experiences have contributed more effectively to my teaching than programs resulting in advanced degrees. The entirely selfish pursuit of a hobby, writing, has taken me to numerous writers conferences and work shops, out of which have come much more practical help in guiding students writing efforts, than, I am convinced, I could have found elsewhere.

(2) Acting as parent pro tem to four different boys and girls who, one at a time, shared my home over a 13-year period, has brought me nearer to understanding of other youngsters, of the home angles, and of the entire home school relationship.

(3) Work with extra curricular groups, while time consuming, pays dividends in showing one how to transfer to regular classwork the live, realistic quality of these self-motivating activities.

(4) I garden. I couldn't put up with May-June exactions without what a small neighbor calls my "digging".

(5) I take to the air. Viewing the world from aloft, spanning our continent and seeing its contours from above as I did for the first time last year, is a great restorer of perspective and putter-in-their place of small tensions and frets.

MARION S WALKER, *Head, Department of English, Nutley (New Jersey) High School*

MOVIES AND MENTAL HEALTH

GEORGE K. MORLAN
Springfield College

American boys are brought up to be pugnacious and physically domineering. BLOOD ON THE MOON reflects this ideal of violence and aggression. But this film doesn't merely reflect the "ideal." It, and the others like it, agitate violence, reinforce it, and glorify it. Knock somebody down. Beat somebody up. Throw a table at him. Kill him dead. Turn your back, and the dead man grasps his gat and shoots you in the back. Throw another table and kill him deader. Don't worry about your wound. She who shunned and despised you will now regret her callous meanness and will nurse you back to life and love so you can throw another table. Avoid. The dark photography is an undue strain on the eyes.

THE ADVENTURES OF GALLANT BESS suggests the depressing thought that horses are nicer than people, men are nauseating saps, and the great beauty of the West is no substitute for human dignity and intelligence. Again, the story says, in effect, that to be a man, you gotta break the villain's back, push his head against the wall, kick him. He knocks you down. That's nothing. Choke him anyway. After he is choked, he throws you clear across the corral. No matter, pick yourself up as if a gentle southern breeze has just caressed you. Pick up the huge villain and throw him another twenty feet. You gotta be a man.

HOLLOW VICTORY has for its plot the fresh, original theme of underworld gambling, vice, thievery, and murder. These films were not selected because they deal with violence. The only basis for selection was my convenience in seeing them, and they indicate fairly well the kind of entertainment our people can and do get. And while this message of unbridled malevolence is dramatically preached in many films, our youth are also being taught to love, turn the other cheek, and use peaceful, friendly means for solving differences. The result is a neurotic rationalization in professing one thing while doing another. Self-deception can never be a basis for mental health of any individual or nation, and as long as the American creed includes a belief in peaceful human relations, the glorification of and

preoccupation with violence is unhealthful.

PALEFACE is a story of violence, though with variations that are so preposterous that the plot is more entertaining than morbid in its influence. This satire of bloody violence is a healthful antidote for Blood on the Moon, Blood on the Hands, Blood on the Feet, or Blood on anything else. Recommended.

THE THREE MUSKETEERS is still another story of violence, but the sword play is turned into hilarious gymnastics that is more likely to have a peaceful than a morbid influence. The laughter and fun are contagious, and you leave the film feeling refreshed, and realizing, perhaps, that fun and friendliness are more appealing, are more healing than hate, bang, kill, break up the furniture, throw another table behavior. Recommended.

ACROSS THE OFFICE DESK

JAMES NEWELL EMERY

Promotions

We are approaching the teacher's headache, the mother's heartache—the annual promotion time. If it were possible to make promotions on a strictly mathematical basis, by slide-rule calculation, the problem would be vastly simplified. Unfortunately it isn't. In every case, the human element has to be considered.

It does seem inconsistent to pass along a big, overgrown pupil whose work for the entire year has been way under passing, while you keep back a youngster who has a much better report card. There is the angle to consider, however. The first boy is possibly three years behind the normal age for his grade. He will probably never reach senior high school. He will stay in school only as long as he has to—will quit to take a job just as soon as the law allows.

In such a case, it seems foolish to keep him in a lower grade with children much younger than he is. Even if he is not ready to go ahead, the best solutions seems to be to let him do what he can with the work more nearly suited to his age, rather than try to do over work that bores him to death, work which he probably never will do very satisfactorily.

On the other hand, in the case of youngster Number Two—with a much better report card—it may be advisable to make him repeat the grade. He is normal age for that grade—his failure may be due to laziness, inattention, prolonged absence from school, unwillingness to work. He is bright enough, but he just won't do or hasn't done the work. In such a case, repeating the grade may be just the thing he needs.

There are cases of youngsters who for one reason or another have stayed out for weeks at a time during the year—absences without the knowledge of the parent in some cases; in others condoned by the parents, who apparently do not realize the importance and necessity of regular attendance. It is obvious that a youngster who has been absent for months hasn't done the work.

Promotion problems are complicated by the parents who compare report cards and promotion cards over the backyard fence and are aggrieved by such happenings as have been mentioned above. It is difficult for them to see that each case presents its own individual difficulties—that you can lay down no hard and fast rule, any more than the doctor can prescribe the same medication and treatment for every patient that comes into his office.

Both parents and teachers have clung pretty hard to the old idea of the educational hurdle which must be cleared before further progress can be made. We talk earnestly of

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keeping up our standards without realizing that the school and the standards were made for the children and not vice versa.

Problem cases should be considered with this central idea in view: *Is it going to be better for that boy or girl to have him/her repeat the grade? Is it going to be better to let that youngster go on, even if he has not quite reached the standards you and I have ordinarily set for promotion?*

One or two other things should be considered. No pupil should be retarded because his conduct has been poor, and he has been a disciplinary case. If possible, you, teachers, should see the parents of every retarded pupil before the close of school. Discuss the case in a friendly fashion; don't meet the parent with a chip on your shoulder. You are just as anxious as the parent is to have the pupil go on. Retarded pupils are like spoiled work in a production plant—wasted energy, effort and material somewhere. Make them see that—and that every case has to be judged on its individual merits.

THEY DON'T STAY SO

W. F. BOLEN
Principal, Dunellen High School
Dunellen, New Jersey

One fault with experience is that we sometimes learn things that don't stay so.

A mean experimenter once put a minnow and a pike in the same aquarium but separated by a glass partition. The big fish made fierce lunges at the little fellow only to bump his nose badly for no good end. After it was well learned that the minnow was not worth while anyhow the mean man removed the middle glass. Then Master Minnow swam all around the Big Smart Fish who now knew better than to try for something he couldn't get.

Which goes to show that we can sell ourselves on the idea of failure. As school people maybe we tried something in 1933 and settled for all time that it was no good. Hot soup from the P. T. A. didn't sell in the last decade but who can say it won't nourish now? Could it be that with the change in lunch time, and a complete new roster we have the set-up for a sucessful new project? Because seniors didn't elect art under Miss Twerp in wartime doesn't prove that the post-bellum crowd won't take to it with the competent new blonde. Maybe the people will vote for a new building, or accept the idea of adequate pay now, when once they balked. School publicity, better music, a clean building, good teaching—maybe you couldn't get them once for excellent reasons. You tried. How about now?

And it works for Johnny. He was no good at twelve, couldn't follow directions, couldn't keep still, couldn't learn, couldn't keep out of trouble. He's seventeen now and things are better at home. His father is back and mother is not at the shop all day. The terrible awkwardness is past. John is worth a try again too. Don't pass him up as a bad job. You struggled hard with him five years ago—now you have a chance to win.

There are too many of us, not pike, who know too much that isn't so—anymore.

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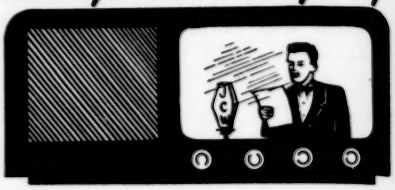

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POCAHONTAS' wedding day—335 years ago this April 5—recalls childhood's lost sense of major disappointment upon learning that the surname of the John who wed the Indian Princess was Rolfe, not Smith.

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NANCY'S WORLD is that of a real child in a real first grade. It is the apropos title of the first book in the new WINSTON SOCIAL STUDIES SERIES. Mary Willcockson is the author; Dr. Roy A. Price, chief consultant.

ANTIBIOTIC, *Benelux, genocide, Atabrine, jeep, FM, brucellosis, video, allergy.* All these new words may be found in THE WINSTON DICTIONARY, College Edition, the *only* dictionary that makes for easy reference by incorporating in the *body* of the book new words as they come into usage.

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THE NEWS DIGEST

Future School Heads Offered Practice

ITHACA, N. Y.—The School of Education of Cornell University has developed a program in which students of school administration can acquire practical experience by serving as apprentices to local school superintendents and principals.

Under the project, students are instructed on the curriculum needs of pupils, relations with the public and the community, development of effective parent-teacher organization and other important phases of school administration.

Worry about Future Major Youth Trouble

MADISON, WISC. — Today's teenagers are more concerned about planning for the future than about dating, getting along with parents, or other problems commonly associated with adolescence. This is the conclusion of Miss Betty Perego of West High School guidance department who has just completed a survey of teen problems in this medium sized Wisconsin community.

Operating under the theory that a person can't teach high schoolers unless he knows what's troubling them, Miss Perego divided the students according to grade and studied their worries about school work, future plans, social relationships and other topics.

The older the teen-agers got, she found, the more they worried about their future plans. And boys worried more than girls.

The girls, she says, are more dissatisfied with themselves and more self-conscious than the boys, and the whole group has difficulty with school work, blaming teachers, home influence or subject matter.

Baltimore Teachers Oppose Loyalty Check

BALTIMORE, MD. — Two organizations of Baltimore teachers have gone on record as opposed to the Ober "anti-subversive bill", now before the Maryland legislature.

The Public School Teachers Association, representing 85 per cent of the city's 4,000 teachers, said the bill as written threatens to "curtail instruction of pupils by intimidation of teachers." The Baltimore Teachers Union said in a statement that establishment of a special assistant to the attorney general to prosecute subversives would be "particularly regrettable".

The Ober bill, in addition to outlawing subversive groups, would require a loyalty check of state employees including teachers.

Gifted Children Found to Rank High as Adults

SAN FRANCISCO, CALIF.—Telling of the careers of 1450 gifted persons he selected as youngsters and traced to the age of 35, Dr. Lewis M. Terman of Stanford University reported that the group were still excelling in everything from health to warfare, from love to earning ability. Highlights in the careers of his subjects, I Q's ranging from 135 to 200 follow:

The group included ten times as many professional men and women as the average of the general population. Of the 42 per cent of the men who were in military service, three-fourths were commissioned officers. Top income among the men was $84,000 a year; among the women, $9,000.

The group's mortality rate was 4 per cent below that of corresponding age groups in their area. Insanity, alcoholism and crime were only a fraction of the general average.

Eighty-five percent of the group had married by 1945, some of the women having selected husbands "more eminent than the average man in the gifted group itself". With only 1,500 offspring, the group fell far short of the general public's record in this respect. "It is doubtful if they have large enough families to maintain their stock," Dr .Terman said.

He has tested 400 of the children and found 30 per cent as smart as their parents—ten to twelve times as many I Q's over 140 as in the general population.

Michigan Students Study Boston Area

DETROIT. — Students of Roosevelt High School of Wyandotte, Michigan, are taking part in an annual cross country classroom swap this month. For ten days they will live in the homes of Newton, Massachusetts students attending their school and surveying the Newton-Boston area.

The tour is part of Wyandotte High's "World as a Community" class, in which picked students exchange letters with pen pals in another area, study its history from the preglacial period to the present and finally exchange visits on funds provided by their own earnings, the Junior Red Cross, and other active ties.

The experiment is in its fourth year. In 1945, the students exchanged with Canadians in Montreal High School. The next year, it was Chicago University High School and the following year, Radnor High School, Wayne, Pennsylvania.

Legislature Group Urges Regional High Schools

BOSTON, — Undersized high schools in approximately one-fourth of all communities maintaining secondary schools are jeopardizing the education of the children in these towns, in the opinion of a special Massachusetts recess commission on problems of education.

The commission in a 25-page report to the Legislature urged construction of more regional high schools. According to the report, the small unit schools are not only obsolete but costly, and "one of the obvious results of our present system of school organization is the inadequacy of high school opportunities for farm and village youth" in communities that feel unable to provide such features as business education, machine shop, auto mechanics, agriculture, home-making or other vocational courses.

The commission also recommended raising minimum pay for teachers in towns of less than $5,000,000 valuation to $1,800 instead of the present $1,000.

Sweeping Changes Urged For Washington Schools

WASHINGTON, D. C. — The Senate committee on District Affairs has before it a 2000-page report prepared by Dr. George D. Strayer and some 23 associates after a prolonged study of the city's educational system.

The survey recommends many administrative changes, smaller classes, more classrooms, especially for negroes, more textbooks and supplies, drastic improvements in cafeterias, vast expansion of teacher training facilities, and an effective program of physical health and recreation.

The proposed changes call for raising the House-passed school appropriation by five or six millions to a total of oaver $28,000,000. together with the long-term borrowing of 36 millions for new construction.

The report declares the system's philosophy of education to be generally sound, but its execution spotty.

The school board is said to concern itself needlessly over details which should be entrusted to the superintendents. White and negro schools should be jointly administered to save duplication of effort and expense.

Cafeterias were found unevenly managed and required to be administered under a single control with more attention to supplying balanced menus at actual cost. Food services should be provided for elementary pupils, the report said.

Chairman Lister Hill and other members of the District committee of the Senate have promised to give the Strayer findings careful consideration.

Schools Warned To Fight Mass Mind

NEW YORK.—Democracy must understand the menace of mass-mindedness if it is to remain free in a period of rising totalitarianism, teachers representing 294 independent schools were told here. The warning was delivered by Eugene Youngert, superintendent of the Township High School in Oak Park, Illinois, at a conference of the Secondary Education Board.

Development in youth of a spirit so individual and free that it cannot be "intimidated, bought or seduced" is the great need in contemporary education, Mr. Youngert said. He stressed the value of "the independent, forthright, questioning mind that accepts nothing finally . . . yet that in the period of search does not let doubt preclude faith."

Finds G. I. Students Wholesome Influence

SWATHMORE, PA. — Dr. John W. Nason, president of Swathmore College, has a high opinion of the veteran's contribution to college education. "Their great maturity," he said in his annual report, "has been a stimulus to their instructors, a wholesome goal for freshmen straight from high school and a valuable influence within the student body."

According to Dr. Nason, problems of discipline decreased and property damage in dormitories practically disappeared with the advent of the veterans. Student government became more responsibile and discussion of current issues more vigorous and intelligent, he said.

Course for Parents On School Problems

STANFORD, CALIF. — A unique experiment in the instruction of parents on school problems is being undertaken by the Stanford University School of Education. In an effort to assist parents to understand their schools better so that they can contribute more to the improvement of public education, the University is offering a series of free public lectures.

Those enrolled in the course are learning about educational problems from men who offer a background of more than 50 years' experience in the field. Dean Bartky, former president of Chicago Teachers College and Dr. William Odell who served as Oakland superintendent of schools before joining the University faculty, are giving the lectures.

Sees High Schools Slighting Gifted Pupils

EVANSTON, ILL.—Meeting the needs of the gifted high school child is the most outstanding problem in modern education, according to Prof. Paul Whitty of Northwestern University. Speaking from 15 years experience in studying very bright pupils, Prof. Wittty declared that because adequate curricular provisions have not been made for them, exceptional youngsters "languish in idleness", fail to develop good study habits, often experience personality problems and become bored and indifferent.

Grade-skipping is not the answer to the problem, according to Prof. Witty. He recommended more attempts at instituting honor classes, clubs, interest groups and research projects.

Newark Seniors Get AFL Course

NEWARK, N. J.—In a novel one-week experiment intended to give seniors the "truth about unions" as labor sees it, forty AFL officials became "visiting professors", to Newark High Schools. Tips on how to conduct the lecture-discussion sessions had previously been given the speakers by Rutgers University and the Newark school board.

Topics treated during the labor week included labor's place in history, labor in politics, collective bargaining, strikes, labor legislation and labor as "an asset in community, state and nation". A panel of students and union officials summed up the discussions in a general assembly at the end of the week.

Yale Project Makes History Live Subject

NEW HAVEN, CONN.—"Every man his own historian" is the slogan of a Yale experiment which has been pronounced a success by both students and faculty. The new "Problems method" employs laboratory techniques and visual aids and stresses the study of orginal documents in an attempt to revitalize history.

Supported by the Carnegie Endowment for the Advancement of Teaching, the Yale project has influenced courses in ten major institutions during the three years it has been in progress. The new technique according to the faculty, helps students see the bearing of the past on the present.

E. J. McGrath Named U. S. Commissioner

WASHINGTON, — President Truman has appointed as new commissioner of education Earl James McGrath, born in Buffalo, N. Y., a resident of Iowa and professor of education at the University of Chicago.

Dr. McGrath will succeed John W. Studebaker, whose resignation was followed by a controversy with his former superior, Social Security ad-

ministrator Oscar R. Ewing. This controversy led to an investigation by a Senate committee.

Since the resignation of Dr. Studebaker, the work of the office of education has been carried forward by acting commissioner Rall I. Grigsby.

Teachers in Demand And Pay Improving

URBANA, ILL. — An increased demand for teachers is reported by the University of Illinois' placement office, which last year received more than 5,000 requests. Especially needed, the university announced, are elementary teachers, high school teachers of specialized subjects, teachers for the physically handicapped and instructors for normal schools and small colleges.

The average salaries of the 1,053 teachers placed by the university during 1947-48 came to about $3,200, an increase of 12 per cent over the previous year. The average starting salary for beginners was about $2,700. According to the placement office: "The grossly underpaid school teacher, long an American phenomenon, is gradually disappearing."

Another Test Aimed At Avoiding Drill

MAHOPAC, N. Y.,—A three-year test of the relative efficiency of two dentrifices, sodium fluoride and a new compound made of ammonium and urea, will be made here on public school pupils up to fifteen years old. The new dentrifice, reported as 35 per cent effective in sharply reducing tooth dacay among 200 adults over a three-year test, boosts the ammonia content of saliva which combats decay. The urea component reinforces the ammonia's effect, according to Dr. C. J. Henschel, who described the compound.

The test project has been approved by the Mahopac school board, the New York State Health Department and the American Dental Association.

School for Genius Planned by Heir

Any geniuses in the audience?

If so—dust off those horn-rimmed spec's and keep reading.

Huntington Hartford, heir to the A & P grocery fortune, plans to endow a school for genius on a 41-acre tract in the Santa Monica Mountains. An application filed with the city zoning commissioner by the Huntington Hartford Foundation so stated.

Wriston of Brown Rebukes Fraternities

PROVIDENCE, R. I.—Dr. Henry M. Wriston, president of Brown University, lashed out bitterly at the conduct of fraternities here and said their future was in jeopardy unless they achieved a complete transformation.

Speaking at an undergraduate meeting which followed inter-fraternity disorders involving property damage, Dr. Wriston accused the fraternities of being "discriminatory", "non-democratic" and "anti-democratic" and "anti-intellectual". He cited numerous cases from college records in which undergraduates' scholarastic standing had slumped after they joined fraternities, and continued, "You have the obligation here to get educated and the figures show it is not being done."

Dean Robert Kenny then laid down stringent regulations which he said would apply to the 17 fraternities until further notice. Among these was a provision prohibiting all social functions at fraternity houses.

The institution's aim will be to bring out the best in some 50 to 75 graduates of the nation's universities. Writers, poets, musicians, sculptors, poets, and painters will be among those chosen.

Some 20 buildings, to be designed by Frank Lloyd Wright, and an annual outlay of $150,000 are planned if the permits are granted.

Latin Top Language In Ohio High Schools

CINCINNATI. — Latin attracts more students than any other foreign language offered by high schools in Ohio, a recent survey conducted by the State Department of Education disclosed. According to a study of 1,339 schools, representing a total enrollment of 311,915 pupils, 14.4 per cent of the students are taking Latin; 6 per cent are taking Spanish; 3 per cent French, and 1 per cent German.

University of Air Planned by France

PARIS — The Government-owned French Radio plans to set up an "International University of the Air" for Europe.

Plans for this program, the first of its kind, were made at a recent congress at Nice for European radio officials from France, Britain, Austria, Belgium, Finland, Holland, Italy, Luxembourg, Monaco, Switzerland, Trieste and Poland. They agreed the French Radio would handle the series, and other countries either would broadcast recordings of the programs or put the meetings on the air directly.

French Radio officials said a similar idea is to be tried out this year by the United States, Brazil, Mexico and Urugay.

The French Broadcasting System already has made arrangements for its series with radio lectures by American scientists and educators, including Prof. H. J. Mueller, of Indiana University; Prof. Raphael Lemkin, of Yale University, and Mrs. Franklin D. Roosevelt, who is scheduled to speak on human rights.

Bracken of Missouri New A. A. S. A. Chief

John L. Bracken, superintendent of schools, Clayton, Mo., has been elected president of the American Association of School Administrators in a mail ballot conducted among association members. He will succeed Willard E. Goslin, superintendent of schools, Pasadena, Cal. who automatically becomes first vice-president.

Other officers elected for the coming year, include Will C. Crawford, superintendent of city schools, San Diego, Cal., who was named second vice-president, and Herbert B. Bruner, superintendent of schools, Minneapolis, Minn., who was selected for a four-year term on the Executive Committee.

Hopes Plan Will Head Off Delinquency

SCHENECTADY, N. Y.—To help juvenile delinquency, the education division of the New York State Youth Commission will recommend the use of pupil adjustment ratings in the elementary public schools so that teachers may detect early signs of maladjustment. This was made known by J. Gordon Crows, education director of the commission, in a preliminary report on a three-year study, re-

sults of which will be published in the fall.

The program, under which pupils will be rated on abilities, classroom reactions and popularity with classmates, is being tested in 34 central New York schools. Mr. Crowe predicted that in addition to screening children for symptoms of behavior deviations, the plan would lead to more meaningful coordination of community service agencies.

Students 'Strike' for Teachers' Pay Rise

ELIZABETH, N. J. — More than 1000 students from three Elizabeth high schools went out on "strike" here to protest refusal of a $300 pay increase for all school employes.

The striking students marched in a body to the Elizabeth City Hall chanting "We want the raise — we want the raise". The board of school estimate recently voted down the pay increase proposal.

Porter W. Averill, principal of the Thomas Jefferson High School, where the walkout started, asked the students to halt the protests, saying it could do neither the school nor the teachers any good.

Single Salary — Why Teach in High School?

NEW YORK — The High School Teachers' Association of this city has charged that the operation of the "single salary" law is driving prospective teachers away from the high schools.

Referring to statistics from the Board of Examiners, the group said that since the passage of the single salary law in 1947, the number of applications for elementary school teaching licenses had increased 105 per cent, while the number seeking junior and senior high school licenses declined 44 per cent and 58 per cent, respectively.

The single salary law of 1947 brought elementary and junior high school teachers up to the same salary level as senior high school teachers. The salary schedule for teachers is $2,500 to $5,125 for all teachers, with a bonus of $200 for the equivalent of a master's degree.

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Boys and Girls Week Has Citizenship Theme

CHICAGO — "Building for Citizenship" will be the theme of National Boys and Girls Week, April 30, to May 7, 1949. A program, aimed at securing community cooperation for youth development, has been planned to emphasize citizenship training, education, reaction, guidance, home life, health and safety, international understanding and conservation. To secure the Manual of Suggestions, write to National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago 1.

Grins Between Grinds

HELPLESS

Georgie was in the second grade at school. One day he told his mother: "Ma, the girl behind me in school is always hitting me on the head with her ruler."

His mother asked why he didn't tell the teacher.

"Oh, that's alright, ma," he said. "She can hit me if she wants to. She has long blond curly hair."

BRIGHTEN THE CORNER

One dismal day Johnny, aged six, and his mother were driving to town. He kept scrambling around, peering from the side window, from the back window, until his mother asked: "Johnny, what on earth are you doing?"

"Smiling," said Johnny.

"Well, couldn't you smile sitting down?" asked his mother.

"Then the people couldn't see," said Johnny.

He is no show-off, and his mother was mystified.

"I'm smiling at people who aren't in cars," he explained. "Because it's such a bad day I thought it might make them feel better."

TRUE IN PART

A distinguished churchman visited a certain city where he was to deliver two addresses. In the first of these, he explained that he intended to use some of his anecdotes again the next day, so he hoped the reporters present would not print any of these stories.

Accordingly one cub reporter concluded his account like this:— "The bishop told several stories that cannot be published."

EYE TO BUSINESS

"Fine piece of land you've got out here", said the shrewd looking stranger.

"You're right there," replied the farmer. "Best in the country."

"Bit too high for a poor man, I reckon?"

"It's worth every penny of $1,500. Were you thinking of buying in these parts?"

"Hardly," murmured the stranger, "I'm the new tax assessor!"

A LITTLE SPAT

Two small boys were having an argument on their way home from school. "I'll tell your mother you spat on me," said one.

"Well, you spitted first", answered the second.

"Yeah, but I missed!"

HARD TO SWALLOW

The mental patient insisted he had swallowed a horse. They tried to argue him out of it, and failed. Finally the doctor agreed to operate. The patient was given ether and while he was unconscious a big black horse was brought into the room.

The patient came to, and the doctor pointed to the horse. The patient shook his head.

"That ain't the one I swallowed," he said. "It was a white one."

TOO CHUMMY

"Do I have any mail?"

"What is your name?"

"Young man, don't worry about that. If I have any mail my name will be on it.

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